



"A COMPARATIVE STUDY ON STUDY HABITS OF DISTANCE AND REGULAR LEARNERS IN WEST BENGAL "

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ABSTRACT:

Education has to provide to all the people, irrespective of financial, social and psychological conditions. People engaged in various earnings want to get education and lifelong education is needed for motivated learners. The govt. arranged a multiple education system and that is obviously a great step for this purpose. The formal education system has been playing an elitist role through ages. It has been realized that this system cannot make universalisation of education. The conventional education system alone cannot meet the needs and demands of higher education. Moreover, it is full restriction like age, admission, qualification and duration of courses, curriculum, examination system etc. With the tremendous pressure of formal education system, distance education is playing a great role now-a-days. In distance education, teacher and students are separated by distance and they study with the help of study materials, media and technology etc. so, the study habits of both the systems are completely different. The researcher observed the different environment of both the systems and their different study habits which might influence their future life as well as the education system. The focus of the paper is to compare between distance and regular learners on their study habits in West Bengal.



KEYWORDS: Distance learners, regular learners, study habits.

INTRODUCTION:

Distance education system is a new concept in West Bengal. For this purpose CABE recommended the setting up of an expert committee under the chairmanship of Dr. D.S. Kothari the chairman of UGC, to look into the proposal of introducing correspondence courses in 1962 at the University of Delhi introduced School of correspondence Course and Continuing education as a pilot project. A new chapter in distance education system began with the establishment of IGNOU at the national level in 1985. For the first time in West Bengal, Directorate of Distance Education, University of Burdwan introduced post graduate education through distance mode. Now there are seven universities in West Bengal are offering distance education through Directorate of Distance Education and an open university also set up for various courses.

The researcher observed the two types of education system very closely. The distance learners attend limited number of classes on Saturday and Sunday only for few months in a session. The interaction is not sufficient for them. So, the researcher observed that there obviously exists some differences between

the two groups on their study habits. The researcher wanted to know the actual picture of the students of the above two systems on their study habits in West Bengal and that is emergence to choose the problem.

SIGNIFICANCE OF THE STUDY:

Depending on the result of the two studies, it was understand whether there is difference between distance and regular learners on their study habits. There must be some obstacles among the distance learners. By using test, the researcher can identify high and low level of students on study habits and take every possible step as early and inform them or their guardians, teachers, policy makers to search their problems and to overcome these. The administrators may be helpful by the results to implement their courses consciously. They can modify the courses, curriculum, nature of classroom interaction and other related environments concern to the students. The study would inspire future researchers to study about various psychological traits on various groups and also they may consider different dimensions.

OBJECTIVES OF THE STUDY:

Every investigation is being investigated in the purpose to fulfill same objectives. Thus, this study also has some objectives to achieve.

1. To compare the total distance and regular learners with respect to their study habits.
2. To compare the male and female learners of distance education on their study habits.
3. To compare the rural and urban learners of distance education on their study habits.
4. To compare the male and female learners of regular education on their study habits.
5. To compare the rural and urban learners of regular education on their study habits.

HYPOTHESES OF THE PROBLEM:

On the basis of objectives, the investigator will take some assumptions by which he will formulate several null hypotheses with the help of variables.

O_{H1} : There exists no significant mean difference of study habits between total distance and regular learners.

O_{H2} : There exists no significant mean difference of study habits between distance male and distance female learners.

O_{H3} : There exists no significant mean difference of study habits between distance rural and distance urban learners.

O_{H4} : There exists no significant mean difference of study habits between regular male and regular female learners.

O_{H5} : There exists no significant mean difference of study habits between regular rural and regular urban learners.

METHODOLOGY OF THE STUDY:

The present study will be carried out through descriptive survey method. The details regarding sample, tools, procedure of data collection and statistical technique are reported as below:-

- (a) **Population & Sample:-** In view of certain constrains under which this investigation will be completed. Distance and regular students in West Bengal are the population of the study and the sample was selected only from the post graduate students from Kalyani University (KU), Rabindra Bharati University (RBU), Burdwan University (BU) and Vidyasagar University (VU) in West Bengal. The researcher selected sample from two disciplines as regular and distance students. The sample size is presented below:-

DISTANCE (350) + REGULAR (350)									
Categ.	Group	KU		RBU		BU		VU	
		Dis.	Reg.	Dis.	Reg.	Dis.	Reg.	Dis.	Reg.
Gender	Male	46	46	47	47	47	47	20	20
	Female	54	54	53	53	53	53	30	30
Locality	Rural	57	57	58	58	57	57	40	40
	Urban	43	43	42	42	43	43	10	10
Total		100	100	100	100	100	100	50	50

(b) Variables:- In this investigation post graduate students of distance and regular, male and female, rural and urban are the classificatory variables and study habits is the dependent variable.

(c) Sampling Technique:- Judgmental sampling technique was considered as sampling technique.

TOOLS OF THE STUDY:-

The present study required tool of assessing study habits of individual pupils who formed the sample. The following research tool was used in the present study for collecting data. He adopted the tool Study Habit Inventory (SHI) (1983) which was constructed by M. Mukyopadhyay and D. N. Sansanwal. Reliability of the tool is 0.87 and validity of the tool is 0.81. The Study Habit Inventory was administered on 350 distance and 350 regular pupils from the above mentioned four universities and the relevant data on different constructs were collected.

PRESENTATION AND ANALYSIS OF DATA:-

This part represents and analyses and interprets by means of descriptive and inferential statistics by taking in to consideration the scores of the variable study habits. Sub-samples were formed on the basis of i) sex, ii) academic streams and iii) locality.

Descriptive Statistics					
Hypothesis	N	Mean	SD	Sk	Ku
Hypo.-1	700	110.50	12.566	0.097	0.384
Hypo.-2	350	110.95	12.546	0.401	-0.038
Hypo.-3	350	110.12	11.424	0.286	-0.118
Hypo.-4	350	110.05	12.588	-0.202	0.738
Hypo.-5	350	109.67	12.345	-0.112	0.829

TESTING OF HYPOTHESIS-1.

Histogram with NPC of SH Showing Normality.

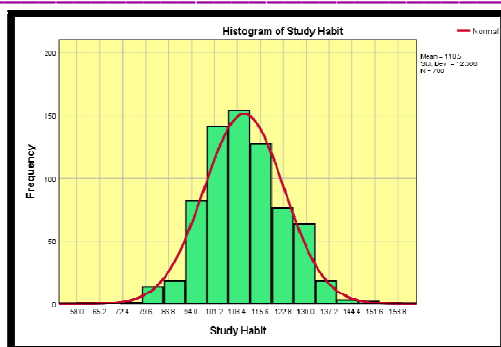


Table-1: t- Value of Distance and Regular Learners on SH:

Categories	N	M	σ	df	T	Level of Sig.
Distance (M+F)	350	110.95	12.546	698	0.938	Not Significant
Regular (M+F)	350	110.05	12.588			

(Not Significant at 0.05 level)

INTERPRETATION OF RESULT:

From the above table, it was found that the critical t- value (0.938) was significant at 0.05 level. The null hypothesis was accepted. So, from the above analysis it could be concluded that there existed no significant mean difference between distance and regular learners on their SH.

TESTING OF HYPOTHESIS-2.

Histogram with NPC of AM Showing Normality.

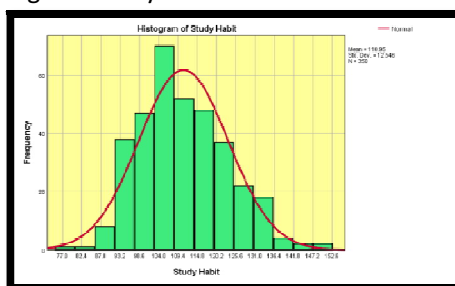


Table-2: t- Value of Distance Male and Female Learners on SH:

Categories	N	M	σ	df	T	Level of Sig.
Distance- Male	170	112.71	13.094	348	-2.571*	Significant
Distance- Female	180	109.28	11.802			

(*Significant at 0.05 level)

INTERPRETATION OF RESULT:

From the above table, it was found that the critical t- value (2.571, ignoring negative sign) was significant at 0.05 level. The null hypothesis was rejected. So, from the above analysis it could be concluded that there existed significant mean difference between distance and regular learners and the distance male learners possessed high on their SH.

TESTING OF HYPOTHESIS-3.

Histogram with NPC of SH Showing Normality:

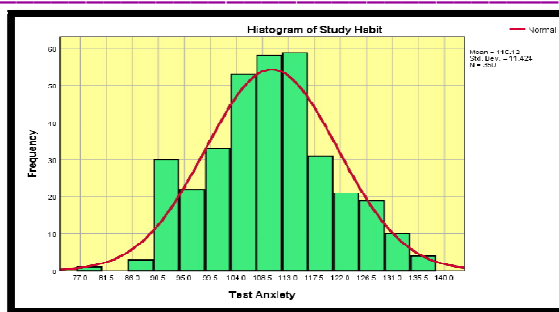


Table-3: t- Value of Distance Rural and Urban Learners on SH.

Categories	N	M	σ	df	T	Level of Sig.
Distance- Rural	200	109.11	10.926	348	-1.967*	Significant
Distance- Urban	150	111.47	11.959			

(*Significant at 0.05 level)

INTERPRETATION OF RESULT:

From the above table, it was found that the critical t- value (1.967) was significant at 0.05 level. The null hypothesis was rejected. So, from the above analysis it could be concluded that there existed significant mean difference between distance rural and urban learners and the urban learners possessed high on their SH.

TESTING OF HYPOTHESIS-4.

Histogram with NPC of SH Showing Normality:

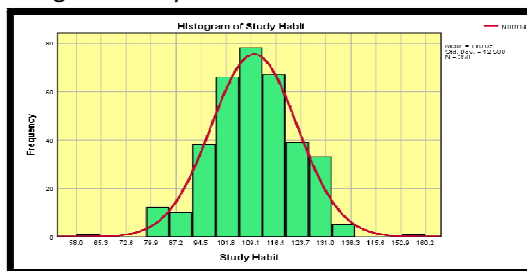


Table-4: t- Value of Regular Male and Female Learners on SH:

Categories	N	M	σ	df	T	Level of Sig.
Regular- Male	160	109.51	13.483	348	0.747	Not Significant
Regular- Female	190	110.52	11.798			

(Not Significant at 0.05 level)

Interpretation of Result:

From the above table, it was found that the critical t- value (0.747) was not significant at 0.05 level. The null hypothesis was accepted. So, from the above analysis it could be concluded that there existed no significant mean difference between regular male and female learners on their SH.

TESTING OF HYPOTHESIS-5.

Histogram with NPC of SH Showing Normality:

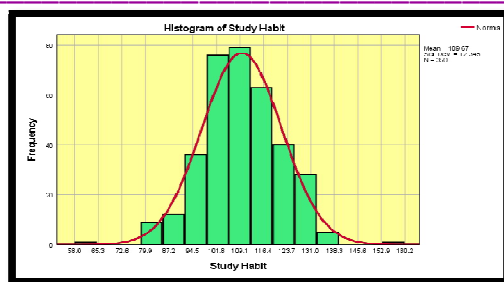


Table-5: t- Value of Regular Rural and Urban Learners on SH:

Categories	N	M	σ	df	T	Level of Sig.
Regular- Rural	212	110.07	12.177	348	.750	Not Significant
Regular - Urban	138	109.06	12.619			

(Not Significant at 0.01 level)

Interpretation of Result:

From the above table, it was found that the critical t- value (0.750) was not significant at 0.05 level. The null hypothesis was accepted. So, from the above analysis it could be concluded that there existed no significant mean difference between regular rural and regular urban learners on their SH.

FINDINGS AND CONCLUSION:

From the findings of the whole study, it could be concluded that there were significant mean differences in study habits between distance male and female learners, distance rural and urban learners in the study. But there existed no such differences between total distance and regular learners, regular male and regular female learners, regular rural and regular urban learners.

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